Formative Instructional Practices

www.gadoe.org/GeorgiaFIP

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Associate Superintendent for Assessment and Accountability
Georgia Department of Education
Assessment Toolkit
Bringing a Balanced Assessment Focus to the Classroom

Phase I items released into OAS fall 2012; Phase II items to be released in fall 2013

Pilot in winter 2013; Statewide launch in summer 2013

Phase I item pilot in fall 2013; Phase II pilot in winter 2014
The Formative To Summative Cycle

- Formative Assessment
- Summative Assessment
- Diagnostic Assessment
- Formative Assessment/Summative Assessment

- Design
- Teach

- Re-Design
- Teach

Georgia’s Rigorous Curriculum

- Design
- Teach

- Re-Design
- Teach
Formative Instructional Practices Defined

It is not the instrument that is formative; it is the use of the information gathered (Chappuis, 2009).

Formative Instructional Practices (FIP) are intentional behaviors that teachers and students use to obtain information about learning so that decisions can be made about additional learning opportunities. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia’s FIP professional learning has four major components.

1. Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Effective Feedback
4. Student Ownership of Learning
What is FIP?

• To access the introductory video, go to the FIP webpage and click on the link entitled, “Georgia Educators Talk about FIP.”

http://www.gadoe.org/GeorgiaFIP
How GaDOE Started: FIP Advisory Committee

• Advisory Committee identified based on need to represent various geographic regions of the state
• 10 small, medium and large districts with most RT3
• Participated in a series of face-to-face and webinar meetings to guide planning the implementation
• Began implementation in January 2013
• Provided feedback to DOE on successes and challenges of FIP pilot to incorporate into the statewide implementation in summer 2013
FIP Advisory Committee Pilot Metrics

June 2013

- 325 educators participated in FIP online learning
- **176/325 identified themselves as teachers (54%)**
- 12/325 identified themselves as leaders (4%)
- 10/325 identified themselves as coaches (3%)
- 113/176 teachers completed modules 1-5 (64%)
- 196/325 of all enrollees completed FIP (60%)
- 64/325 in progress with online learning (20%)
- 65/325 scheduled to begin online learning (20%)
“It was eye opening to see that even educators have a hard time clearly defining what counts as formative instruction and summative instruction.”

“This module helped me understand what learning targets are and how they can be helpful to both the teacher as well as the student. It also informed me of how to make learning targets more clear and how to "break down" a standard into smaller and more manageable parts.”

“This module did a great job of demonstrating how teachers are to accurately collect and document formative evidences of student learning. The videos and activities made connections that were easy to understand as a teacher.”

“I would love to see a requirement tied to this in terms of professional learning in groups within a school and school level leadership. I think this component is critical if this is going to be effective in changing teacher practices when implementing in the classroom.”
FIP Supports...

Teacher Effectiveness Performance Standards
FIP Supports...

**Leader Effectiveness Performance Standards**

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**LEADER EDITION**

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How Does Georgia FIP Align to the Leader Assessment on Performance Standards (LAPS)?

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<thead>
<tr>
<th>Leader Assessment on Performance Standards</th>
<th>Leader Standards for Performance Assessment</th>
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<tr>
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**PROFESSIONAL LEARNING AND DEVELOPMENT**

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**PERFORMANCE MANAGEMENT AND PROCESS IMPROVEMENT**

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**FIP SUPPORTS**

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**LEADERSHIP SPECIFIC ACTIONS**

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FIP Professional Learning Content
Foundations Modules: Formative Instructional Practices

1. **Introduction to Formative Instructional Practices**
   - Understand what formative instructional practices are
   - Become familiar with key research findings related to the effects of formative instructional practices on student achievement

2. **Clear Learning Targets**
   - Understand the benefits of learning targets
   - Know how to ensure learning targets are clear to the teacher
   - Know how to make learning targets clear to students
Foundations Modules:
Formative Instructional Practices

3. Collecting and Documenting Evidence of Student Learning
   • Know how to collect accurate formative evidence of student learning
   • Know how to document formative evidence of student learning

4. Analyzing Evidence and Providing Effective Feedback
   • Know how to use methods of assessment formatively in order to analyze evidence of student learning
   • Understand what makes feedback effective
   • Know how to provide effective feedback
Foundations Modules:
Formative Instructional Practices

5. **Student Ownership of Learning: Peer Feedback, Self-Assessment, and More**
   
   • Know how to prepare students to give each other effective feedback
   
   • Know how to prepare students to self-assess with a focus on learning targets
   
   • Know how to prepare students to create specific and challenging goals
   
   • Know how to prepare students to track, reflect on, and share their learning with others
Leadership and Coaching Modules: Formative Instructional Practices

6. **Leading Formative Instructional Practices**
   - Know how to promote formative instructional practices and support school-wide change
   - Know how to lead quality formative instructional practice implementation in your school
   - Understand the importance of developing a balanced assessment system

**Target audience:** Coaches, teacher-leaders or district and school leaders
Leadership and Coaching Modules: Formative Instructional Practices

7. Coaching Formative Instructional Practices

• Know how to plan for the change process and to promote a systemic approach to formative instructional practices.
• Know how to leverage blended learning and professional learning teams.
• Understand how to sustain the implementation of formative instructional practices.
• Know how to provide teachers with effective feedback as they learn about formative instructional practices.
• Know how to employ resources and strategies that support formative instructional practices.

Target audience: Support staff, curriculum supervisors, content specialists, department heads, district and school leaders
Learning Options for FIP
Learning Paths

*Recommended Approach*

**Teacher Learning Paths**
1. Professional Learning Team (Modules 1-5) *
2. With Friends (Modules 1-5)
3. On my Own (Modules 1-5)

**Coaches and Teacher-Leader Learning Paths**
1. Coaching FIP for Student Success (Modules 1-5, and 6)

**District, School and Instructional Leader Learning Paths**
1. Leading FIP for Student Success (Modules 1-7) *
2. FIP Leadership Essentials (Modules 1, 6 and/or 7)
**Learning Components**

*Recommended for Professional Learning Team (PLT)*

- **Pre-Activity**

- **Online Module Completion**

- **Confirming Learning (online)**
  Ensures that educators have met the learning targets of the modules.

- **Confirming Practice * **
  Facilitates reflection and discussion about educator practice.

- **Confirming Commitment* **
  Helps educators set goals and take action based on what they’ve learned from the modules.

- **Reflection**

- **My Learning Folder**
  Collects evidence of professional learning and implementation.
District or School Access to FIP Online Professional Learning
Georgia FIP: The Keys to Student Success

Purpose

The Division for Assessment and Accountability is proud to offer Formative Instructional Practices (FIP), a professional learning opportunity for all educators. This professional learning opportunity will assist educators in learning about formative instructional practices and enhancing their own use of these strategies. Formative instructional practices include formal and informal assessment processes that teachers and students use to gather evidence of student learning. A key expectation of FIP is that teachers develop the skills to guide students to take ownership for their own learning. Research has shown that FIP strategies, when appropriately used during teaching and
The district’s Assessment Director serves as the GaDOE FIP liaison for districts. At RESAs, the Executive Director is the liaison with GaDOE for FIP. The Assessment Director or RESA Executive Director downloads from the GaDOE Portal the unique and role-specific FIP online access codes for the central office, for each school, or for each RESA. **Look in the portal for the custom folder under “Assessment” for the codes.**

Access codes allow FIP learners to create individual accounts by name, work email address, and password to access FIP online learning and/or use the management functions of the online system. If a school in the district has been consolidated or is a new school, work through your district’s assessment director to have this resolved. The assessment director will contact GaDOE for assistance.

**Types of Access Codes**

- **RESA Administrative/Learner Code** (Executive Director)
- **RESA Learner Code** (RESA Support Staff)

- **District/Central Office Administrative/Learner Code** (Selected Central Office Staff)
- **District/Central Office Learner Code** (Central Office Support Staff)

- **School Leader Administrative/Learner Code** (Principal)
- **School Learner Code** (Teachers)
Login to Georgia FIP

• Visit [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP) to download directions for creating an account as a new user; “New Users-GA FIP Login Directions.”
• Download the file from the Georgia FIP web site; “FIP IT Requirements.”
• On the Georgia FIP web page, locate, “Login to FIP Professional Learning,” and use the directions for creating an account with your unique FIP Access Code.
• For more information on use of the administrative and management features in FIP, download the resource from the web page, “Monitoring Tool.”
• Access to the administrative features in FIP have also been provided for school-level principals through a unique school-level administrative code that is a different code from the access code that teachers will use for online learning in the school.
• After login, click “My Learning” to access the online course modules.
• Additional IT and login support is available at: support@battelleforkids.org or (866) 543-7555. GADOE will begin to assume technical support in 2014 and more information will be provided.
New Users Click, “Create A New Account”

Account Login

Email Address: [blank]
Password: [blank]

Login  Forgot Password?

If this is your first time logging in and you have an access code: create a new account.

Password Reset: When resetting your password the new password must be more than five characters in length, contain at least one upper case letter and at least one number.

For technical support or assistance, please e-mail Support@Battelleforkids.org or call 1-866-543-7555.
FIP Online Learning Resources, GaDOE FIP Resources and PLUs
FIP Online Resources, GaDOE FIP Collaboration Tools & Tips

• Download the FIP Facilitation Guide in the FIP Online Learning portal.
• Download additional resources from: www.gadoe.org/GeorgiaFIP
• Download from the GaDOE’s Georgia FIP web site the “Overview of Georgia FIP Online Learning,” and “Getting Started with FIP - Districts and Schools,” for a quick read about the content for professional learning, and detailed information on implementation considerations.
• If needed, seek approval to implement FIP with key district leadership to build support for implementation.
• Consider a team approach to implement FIP.
• Develop a plan and timeline for implementation and link FIP to existing improvement efforts, and TKES and LKES. Download the alignment of FIP to TKES and LKES from the FIP web page.
• Think about how FIP can support a Priority, Focus, Alert and Reward school.
FIP Online: Take Courses, Access Code Posters, Users Guide and Resources

Take FIP Courses

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org
# FIP Learning Resources

Explore the tabs below to find resources designed to help supplement the individual learning experience and facilitate learning about formative instructional practices in teams.

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<thead>
<tr>
<th>FIP Facilitation Guide</th>
<th>Supplemental Materials</th>
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</table>

**Facilitating Formative Instructional Practices: A Blended Learning Experience**

*These resources correspond with the formative instruction online learning modules and are designed to help facilitate learning about formative instructional practices in learning teams.*

**Introduction to the Facilitating Formative Instructional Practices Guide**
- Introduction
- Module Overviews

**Module 1 Facilitation: Introduction to Formative Instructional Practices**
- Module 1 Facilitator Materials
- Module 1 Participant Handouts

**Module 2 Facilitation: Clear Learning Targets**
- Module 2 Facilitator Materials
- Module 2 Participant Handouts
# FIP Learning Resources

Explore the tabs below to find resources designed to help supplement the individual learning experience and facilitate learning about formative instructional practices in teams.

## Supplemental Materials (Optional)

Below are materials to enhance the online learning experience, including reflection questions, goal-setting templates, and meeting agenda templates.

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<thead>
<tr>
<th>All Learning Paths</th>
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<tbody>
<tr>
<td>Meeting Summary Template</td>
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<tr>
<td>“I Used to Think, But Now I Think” Reflection Template</td>
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<table>
<thead>
<tr>
<th>FIP for Teachers Learning Path</th>
<th></th>
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<tbody>
<tr>
<td>Reflection Questions Template - Teachers</td>
<td></td>
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<tr>
<td>Setting Goals for Formative Instructional Practices in the Classroom</td>
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<tr>
<th>Leadership Essentials for School Leaders Learning Path</th>
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<tbody>
<tr>
<td>Reflection Questions Template - Essentials for Leaders</td>
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<tr>
<th>Leadership Essentials for Instructional Coaches Learning Path</th>
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<tbody>
<tr>
<td>Reflection Questions Template - Essentials for Coaches</td>
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<tr>
<th>Leading FIP for Student Success - School Leaders Learning Path</th>
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<tr>
<td>Setting Goals for Formative Instructional Practices - School Leaders</td>
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# QUICK REFERENCE FOR PLU HOURS AND CREDIT

Professional Learning Unit (PLU) credit recommendations are provided below for various Georgia FIP learning opportunities.

## Georgia FIP Learning Opportunities

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Total Below Module Learning Time</th>
<th>Additional FIP Learning Resource Time</th>
<th>Total Time</th>
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<tbody>
<tr>
<td>FIP for Teachers Learning Path</td>
<td>11 hours</td>
<td>16–23 hours</td>
<td>28–34 hours (3 PLUs)</td>
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<tr>
<td><em>Includes Modules 1–6</em></td>
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<tr>
<td>This learning path includes modules to help teachers learn how to use clear learning targets; collect and document evidence of learning; analyze evidence and provide effective feedback; and involve students as active actors in their learning.</td>
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<tr>
<td>This learning path can be used by teachers in several ways. Three different approaches are listed below:</td>
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<tr>
<td>In a Professional Learning Team (recommended) Teachers can use the entire learning modules and FIP learning resources collaboratively with a team in a coached/facilitated learning environment.</td>
<td>11 hours</td>
<td></td>
<td>28–34 hours (3 PLUs)</td>
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<td>With friends Teachers can select a third or two and collaborate to complete the learning on their</td>
<td>11 hours</td>
<td></td>
<td>21–23 hours (2 PLUs)</td>
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<td>own pace.</td>
<td>16–17 hours</td>
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<tr>
<td>On my own Teachers can individually complete the learning path and use the FIP learning resources to have a self-paced personal learning experience.</td>
<td>11 hours</td>
<td></td>
<td>18–19 hours (1 PLU)</td>
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## Instructional Coach/Consultant Leaders

| Coaching FIP for Student Success Learning Path | 14 hours | 6–8 hours | 20–22 hours (2 PLUs) |
| *Includes Modules 1–6* | | | |
| This learning path includes modules that will help coaches, teacher leaders, facilitators, and program leaders utilize FIP. | | | |

## School Leaders

There are two learning path options for school leaders to choose from:

### Option 1: Leading FIP for Student Success Learning Path

| *Includes Modules 1–6* | 14 hours | 6–8 hours | 20–22 hours (2 PLUs) |
| This learning path allows school leaders to have a deeper learning experience. It will encourage leaders to engage in conversation with teachers about the foundations of FIP. | | | |

### Option 2: FIP Essentials for School Leaders Learning Path

| *Includes Modules 1–6* | 6 hours | 6–8 hours | 12–14 hours (1 PLU) |
| This learning path is for school leaders who will be supporting and leading FIP in their school or district. It will provide leaders with a basic understanding of FIP as well as how to lead change. | | | |
Summarizing GaDOE’s Formative Assessment Initiatives

*Bringing a Balanced Assessment Focus to the Classroom*

- **Phase I items released into OAS fall 2012; Phase II items to be released in fall 2013**
- **Assessment Literacy Professional Learning**
  - Pilot in winter 2013; Statewide launch in summer 2013
- **Interim Benchmark Assessments**
  - Phase I item pilot in fall 2013; Phase II pilot in winter 2014
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